# House File 2398 - Introduced

HOUSE FILE 2398
BY COMMITTEE ON EDUCATION

(SUCCESSOR TO HSB 663)

## A BILL FOR

- 1 An Act relating to the components of a comparable system of
- 2 career paths and compensation for school districts.
- 3 BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF IOWA:

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- 1 Section 1. Section 284.17, Code 2018, is amended to read as 2 follows:
- 3 284.17 Comparable system criteria.
- 4 l. Any comparable system of career paths and compensation
- 5 for teachers approved pursuant to section 284.15, including the
- 6 instructional coach model set forth in section 284.16, shall
- 7 include, at a minimum, all of the following components:
- 8 1. a. A minimum salary of thirty-three thousand five
- 9 hundred dollars for a full-time teacher.
- 10 2. b. Increased support for new teachers and veteran
- 11 teachers where appropriate, such as additional coaching,
- 12 mentoring, and opportunities for observing exceptional
- 13 instructional practice.
- 14 3. c. Differentiated, multiple teacher leadership roles
- 15 beyond the initial teacher and career teacher levels, in which
- 16 a goal of at least twenty-five percent of the teacher workforce
- 17 serves additional contract days with compensation commensurate
- 18 with the responsibilities for the leadership role. A district
- 19 shall demonstrate that a good-faith effort has been made to
- 20 attain participation by twenty-five percent of the teacher
- 21 workforce and that no other practical alternative is available
- 22 to meet the goal. These leadership roles may include but shall
- 23 not be limited to all of the following:
- 24 a. (1) Instructional coaches who engage full-time or
- 25 part-time in instructional coaching.
- 26 b. (2) Peer coaches who provide additional guidance in one
- 27 or more aspects of the teaching profession to other teachers
- 28 during normal noninstructional time. Peer coaches may be used
- 29 only as one element of a more extensive teacher leadership
- 30 plan.
- 31  $\epsilon_r$  (3) Curriculum and professional development leaders who
- 32 engage full-time or part-time in the planning, development, and
- 33 implementation of curriculum and professional development.
- 34  $d_r$  (4) Model teachers who teach full-time and serve as
- 35 models of exemplary teaching practice.

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- 1 e. (5) Mentor teachers who teach full-time or part-time and 2 also support the professional development of initial and career 3 teachers.
- 4 £ (6) Lead teachers who teach full-time or part-time and
- 5 also plan and deliver professional development activities or
- 6 engage in other activities designed to improve instructional
- 7 strategies.
- 8 4. d. A rigorous selection process for placement into
- 9 and retention in teacher leadership roles. The process shall
- 10 include all of the following components:
- 11  $a_{r}$  (1) The use of measures of effectiveness and
- 12 professional growth to determine suitability for the role.
- 13  $b_{r}$  (2) A selection committee that includes teachers and
- 14 administrators who shall accept and review applications for
- 15 assignment or reassignment to a teacher leadership role and
- 16 shall make recommendations regarding the applications to the
- 17 superintendent of the school district.
- 18  $\epsilon_{\tau}$  (3) An annual review of the assignment to a teacher
- 19 leadership role by the school's or school district's
- 20 administration. The review shall include peer feedback on the
- 21 effectiveness of the teacher's performance of duty specific to
- 22 the teacher's leadership role. A teacher who completes the
- 23 time period of assignment to a leadership role may apply to the
- 24 school's or the school district's administration for assignment
- 25 in a new leadership role, if appropriate, or for reassignment.
- 26  $d_r$  (4) A requirement that a teacher assigned to a
- 27 leadership role must have at least three years of teaching
- 28 experience, and at least one year of experience in the school
- 29 district.
- 30 5. e. A professional development system facilitated by
- 31 teachers and other education experts and aligned with the Iowa
- 32 professional development model adopted by the state board.
- 33 f. An instructional rubric, framework, or learning
- 34 progression that defines effective instructional practice
- 35 across developmental stages and focuses on student learning and

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- 1 achievement. The department shall issue guidance that school
- 2 districts may use in developing, adopting, or retaining, and
- 3 implementing a rubric, framework, or learning progression.
- 4 A school district approved to implement a comparable system
- 5 pursuant to section 284.15 shall annually submit to the
- 6 department, in the manner prescribed by the department, data on
- 7 the efficacy of the rubric, framework, or learning progression
- 8 implemented by the school district.
- 9 6. 2. A school district approved to implement a comparable
- 10 system pursuant to section 284.15, and which meets the
- 11 requirements of this section, shall receive funds under section
- 12 257.10, subsection 12.
- 13 Sec. 2. SCHOOL DISTRICTS APPROVED FOR A COMPARABLE SYSTEM
- 14 UNDER SECTION 284.15. A school district approved to implement
- 15 a comparable system pursuant to section 284.15 for a school
- 16 year beginning on or before July 1, 2018, shall implement a
- 17 rubric, framework, or learning progression by the school year
- 18 beginning July 1, 2019.
- 19 EXPLANATION
- 20 The inclusion of this explanation does not constitute agreement with 21 the explanation's substance by the members of the general assembly.
- 22 This bill adds to the components of the comparable system
- 23 of career paths and compensation that a school district must
- 24 implement if approved by the department of education. Under
- 25 the bill, a school district with an approved comparable system
- 26 of career paths and compensation must, by the school year
- 27 beginning July 1, 2019, implement an instructional rubric,
- 28 framework, or learning progression that defines effective
- 29 instructional practice across developmental stages and focuses
- 30 on student learning and achievement.
- 31 Also, the department is directed to issue related guidance
- 32 that school districts with approved systems may use. A school
- 33 district with an approved system must annually submit data to
- 34 the department on the efficacy of the rubric, framework, or
- 35 learning progression implemented by the school district.